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ABSTRACT

This teacher's guide accompanies a video which focuses on Ohio's government system. The 30-minute stand alone video offers a teaching opportunity for exposing high school students to the responsibilities of participating in elections. The video covers the division of powers among federal, state, and local governments; distinguishes between elected and appointed officials; and explains the requirements necessary to vote in the United States. The video points out that only a small percentage of youth exercise their right to vote. The companion teacher's guide attempts to reinforce and expand upon the basic concepts addressed in the video and related CD-ROM. The lessons are designed to motivate students to vote in greater numbers. The teaching guide is divided into the following sections: (1) "Introduction"; (2) "Objectives"; (3) "Summary of the Program"; (4) "Pre-Viewing Activities"; (5) "Post-Viewing Activities"; (6) "Vocabulary/Concept List"; (7) "Issues for Discussion"; and (8) "Additional Activities." Contains six handouts, a knowledge inventory with answer key, and a resource guide. (BT)

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The Living Ohio Government Series

YOU CHOOSE!
ELECTING YOUR GOVERNMENT

A teacher's guide with lessons to accompany the video and CD-ROM

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Dear Educator:

Voting is one of the most basic rights and privileges we enjoy as citizens of the United States. It is a right far too often neglected, ignored, and poorly exercised. This program analyzes our voting right from start to finish as to why, how, when and where one can exercise the right to vote in an informed and responsible manner. The program points out that only a small percentage of young Americans exercise their right to vote. The lessons included here also attempt to motivate greater voter participation by young people.

See you at the polls!

Sincerely,

Senate President Richard H. Finan

House Speaker Jo Ann Davidson

Senate Minority Leader Ben E. Espy

House Minority Leader Ross Boggs

I. Introduction

The 30-minute video program was produced as a stand-alone instructional video lesson. This guide is an attempt to reinforce and expand upon the basic concepts addressed in the video and related CD-ROM. When using the guide, you may view the entire program before implementing the "post-viewing activities," or you may wish to stop the program at relevant points and immediately implement the enriching activities which relate to that segment.

II. Objectives

1. Students will be able to discuss the division of powers among the federal, state and local governments and identify the level of government responsible for addressing particular citizen concerns.
2. Students will be able to distinguish between elected and appointed officials and describe how they come to serve in their respective positions.
3. Students will be able to identify qualifications for voting in Ohio and explain the constitutional protections for suffrage.
4. Students will understand the major significance of the Declaration of Independence and the Constitution.
5. Students will understand that voting is both a privilege and a responsibility of U.S. citizenship.
6. Students will recognize that owning property, race, gender, literacy, and certain tax payments cannot affect the right and privilege to vote.

III. Summary of the Program

This lively, fast-paced and entertaining program utilizes a central comic figure to create a sense of continuity as the content flows from discussions of various forms of government including representative democracy and federalism, to public officeholders chosen by voters, to political parties, to informed decision making and media manipulation, to registering to vote, to voting itself. Along the way a recognized Ohio expert, Professor Herb Asher, explains academic concepts; Democratic and Republican Party officials comment on political parties; and Ohio Secretary of State Bob Taft explains the voting process.

IV. Pre-Viewing Activities

1. Administer the knowledge inventory located at the end of this guide.
2. Have students identify and list on the board all the reasons why citizens should vote.
3. Have students identify and list on the board all the excuses they have heard people give for not voting. Discuss points two and three.
4. Go over the vocabulary/concept list with students or assign the list to them as homework the night before viewing the program.
5. Distribute Handout #1: Video Worksheet for students to complete while viewing the video.

V. Post-Viewing Activities

1. Administer the knowledge inventory again. Compare student performance with the pre-viewing results.

2. Write the following words on the chalkboard or flip chart: representative democracy, monarchy, and dictatorship. Ask the students to list under each title as many examples as they can think of for each type of government. The examples can be current or historical. You may ask a history teacher to assist with this exercise. See example below and discuss how voting differs in each type of government:

Representative Democracy	**Monarchy**	**Dictatorship**
United States	England under King George III	Cuba today
Ohio	France 1740	Iraq
Germany today	Russia before 1917	Germany during WWII
France today		Russia after 1917
Russia today		China today

3. Distribute Handout #2 to your class. Have students working in groups or individually name the level of government being described, e.g., local, state or national government. When this activity is complete, discuss why voting and citizen participation are essential to each governmental operation.

4. Have students collect magazine and newspaper articles that mention political parties on the national, state and local levels. Divide the class into groups with at least one or more groups focusing on national issues, one or more groups focusing on state issues, and one or more groups focusing on local issues. Have each group present summaries of the assigned articles.

5. Discuss with students the difference between elected and appointed governmental positions and the pros and cons of electing/appointing certain officeholders. Divide students into groups. Assign each group one or more of the offices listed below. Ask each group to list the pros and cons of electing/appointing individuals to these positions. Ask each group then to recommend what qualifications and process should be used to fill each position.

   A. U.S. attorney general: appointed by the president with the advice and consent of the U.S. Senate, and serves as a member of the president's cabinet.
   B. Mayor: usually elected, but is sometimes appointed by majority vote of city council.
   C. U.S. Supreme Court justices: appointed by the president with the advice and consent of the U.S. Senate.
   D. Ohio Supreme Court justices: elected by voters across Ohio.
   E. Ohio county commissioner: elected by the voters within the county.
   F. Ohio Environmental Protection Agency director: appointed by the governor, and serves as a member of the governor's cabinet.
   G. Ohio secretary of state: one of the six state offices elected statewide by Ohio voters. This office is independent, and the secretary of state does not serve in the governor's cabinet.
   H. Ohio senators and representatives: elected by the voters of their respective districts.

   Notes for teacher to facilitate discussions:

   - An independently elected U.S. attorney general would help eliminate the need to appoint special prosecutors and would ensure the independence of the attorney general's office. However, an independently elected attorney general might be at odds with a president, making it harder for the president to coordinate national law enforcement policies on a number of fronts, such as deciding what is most important for law enforcement to concentrate on.

   - An independently elected mayor would be more responsive to the people. A mayor appointed by the city council would work more closely with the council. Without an elected mayor, there really would be only two branches of government.

   - U.S. Supreme Court justices must interpret the Constitution. If they had to campaign to get elected, they might be tempted to interpret the Constitution in a manner that would please the most voters instead of relying solely on their legal training, ethics and constitutional analysis. Elected Supreme Court justices would be more independent of Congress and the president.

   - Appointed state cabinet members work better as a team with the governor. Electing cabinet members could result in more independent state agencies and less power being concentrated in the governor's office.

   - While there are parallels between elected and appointed officials in the national, state and local government, their positions are not always the same.

6. Ask students to identify the functions of political parties. List their ideas on the board. Examples: recruiting candidates, helping organize the government, maintaining a balance of power, acting as a watchdog over the party in power by drawing attention to mistakes and shortcomings, keeping the other party from abusing its power, and providing linkage among national, state and local levels of government.

   Invite local representatives of the Democratic and Republican parties (and any minor parties) to class to discuss the role of political parties in the electoral process.

7. Explain to students that candidates, one-issue groups and political parties all present their side of an issue in the light most favorable to them. They do this with cleverly designed radio and television commercials, campaign literature, position papers, press releases and Internet images. Explain to students that they are going to evaluate the manipulative techniques used to sell points of view.

   Distribute Handout #3 to the class. It is a guide to understanding "Media Manipulation." Bring in, or have your students bring in, copies of political commercials, candidate brochures, radio ads, web sites or other promotional pieces from campaigns. You may contact Public Affairs Video Archives (C-SPAN) School of Liberal Arts, Liberal Arts and Education Building, Purdue University, W. Lafayette, IN, 47907, or phone 765-494-2341, to order political commercials. Analyze the various pieces utilizing the Media Manipulation Guide. Discuss how responsible citizens can participate in the elections process without being manipulated. Ask a candidate or representative from a one-issue group to speak to your class about the role of media in a campaign.

8. Inform students they are going to participate in an exercise in spin control by creating a sound bite.

   Divide your class into groups and distribute Handout # 4. Assign each group one of the "spinning" tasks described in the handout. Once the groups report on their plan of action, ask the class to discuss the effect of this aspect of the electoral process on our system of elections and the setting of public policy. Ask how voter turnout might be affected, and what could be done about spin control? Contact a representative from the media to discuss campaigns, candidates and election coverage.

9. Distribute Handout # 5 to the class. Discuss.

10. Distribute Handout # 6 to the class. Discuss.

VI. Vocabulary/Concept List

Absentee Voting: A way people can vote when they can't get to their polling place. They vote on a special form and mail it to the board of elections.

Anti-Federalist: One opposed to the ratification of the U.S. Constitution of 1787. Pressed for the inclusion of the Bill of Rights in the Constitution to protect individuals and states from too much federal power.

Declaration of Independence: The document adopted by the Second Continental Congress on July 4, 1776, declaring the independence of the American colonies from Great Britain and justifying the Revolution. It draws heavily on John Locke's philosophy of natural rights.

Dictatorship: Rule by one person or a small group of people with very few limits on the individual's or group's power. The person or group is usually backed by a strong military.

Direct Democracy: A type of democracy in which all the citizens participate in the political decision-making process. Each citizen votes on issues directly as the issues are proposed or as they arise.

Election: A process in which citizens exercise their right and privilege to vote, thereby deciding public policy and which candidates will serve.

Federalism: A form of government in which power is divided among a central government and state and local governments.

Federalist: A person in favor of ratification of the U.S. Constitution of 1787, and in favor of a stronger national government.

Figurehead: A ruler in name only. One who has the title of head of a government but not the power to go with the title.

Franchise: The right and privilege to vote.

Local Government: City, county and other smaller forms of governing bodies, including school boards and township trustees.

Merit Selection of Judges: Basing selection of judges upon objective criteria including legal scholarship, trial experience, and objective evaluation and recommendation by peers. Requiring that a certain level of competence be certified by a recommending body before one can stand for judicial election or appointment.

Monarchy: A government in which political power is exercised by a single ruler under the claim of divine or hereditary right. Leadership is passed from one generation to the next within the same family.

National Government: A central government for a country.

Ohio Governor's Office: The chief executive of the state who exercises the power of the executive branch of state government and primarily acts to enforce or carry out laws; also provides leadership that is instrumental in setting public policy.

Ohio House of Representatives: One part, or house, of the legislative branch of Ohio state government which, in conjunction with the Senate, makes and drafts the laws of the state. It consists of 99 members.

Ohio Secretary of State: An elected position in the state government that oversees elections and the registration of corporations doing business in Ohio.

Ohio State Senate: One part, or house, of the two house legislative branch of Ohio state government which, in conjunction with the House of Representatives, makes and drafts the laws of the state. It consists of 33 members.

Ohio State Supreme Court: The highest appeals court in the state, which is the ultimate interpreter of the laws passed by the Senate and House.

Representative Democracy: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Sound Bite: A statement designed to be brief and catchy in order to be newsworthy. Simplistic repeatable comments designed to appeal to television and radio editors in order to make the news.

Spinning: The process of organizing a group of people to design and pitch sound bites to the press about an issue in the hope the sound bites will be repeated in multiple media settings and that a particular interpretation of events will stick in people's minds.

State Government: The second tier of government in our federal system.

U.S. Congress: The collective term for the U.S. House of Representatives and U.S. Senate; also, used to identify a specific two-year period, such as the 102nd Congress. The Congress makes and drafts laws of the country.

U.S. House of Representatives: One house in the two-house federal legislature. It consists of 435 members.

U.S. President: The chief executive of the federal government whose job it is to enforce or carry out the laws passed by the U.S. Congress.

U.S. Senate: One of the two houses of Congress. It consists of two people elected from each state, 100 members in all.

U.S. Supreme Court: The final court of appeal in our federal system; the ultimate interpreter of federal and state laws which raise U.S. constitutional issues.

Vote: To exercise the right and privilege of citizens to formally express opinions on issues or select candidates for an elected office.

VII. Issues for Discussion

1. What do you think George Washington meant when he warned the country against the dangers of political parties and of the factionalism that they could produce? *What level of factionalism are we experiencing today, not only from political parties but also from one-issue groups and political action committees, with cable TV and talk radio re-enforcing singular points of view based on emotion rather than thoughtful analysis.*

2. What are the positive contributions political parties make to our elections process? *Recommend candidates, organize government, serve as a watchdog, etc.*

3. In Ohio, judges are elected directly by the people. In some states, local judges are appointed by the legislature, while, in others, they are appointed by the governor. Federal judges are appointed by the president with the advice and consent of the Senate. Have groups of students or the entire class discuss the pros and cons of each method of choosing judges. Review the term "merit selection" from the vocabulary list.

4. Discuss the Articles of Confederation that served as the U.S. Constitution during and shortly after the Revolutionary War. Why was this blueprint for government a failure? *The Articles of Confederation, our first Constitution, failed miserably because they did not give enough power to the federal government, particularly with regard to interstate commerce and taxation.*

5. Discuss the concept of spinning and its effect on discourse within the body politic. *Spin: the process of organizing a group of people to design and pitch sound bites to the media in the hope that the sound bites will be repeated in multiple settings and that a particular interpretation of events will stick in people's minds.*

6. Some political campaigns can become quite contentious. How could an informed citizenry improve the political process? *Often political parties and political action committees turn candidates and issues over to "media managers" who specialize in presenting information in a manner designed to appeal to the public's most basic fears and prejudices. It is a real challenge to cherish and exercise the franchise in an atmosphere where depth of thought and careful analysis are given little exposure and, instead, superficial reasoning, entertainment value and sound bites rule the day. Students need to understand what is happening in order to avoid being manipulated by the media managers.*

VIII. Additional Activities

1. Invite a foreign relations expert or a foreign exchange student to your class to discuss the types of experimental democracies being attempted in countries such as Russia, South Africa, and the Eastern European countries.

2. Administer the knowledge inventory a third time to chart any further increase in knowledge gained.

3. Contact your county Board of Elections to make arrangements to visit your local voting place. Interview voters about how we can get more people to vote and about what they think of the process. Invite a member of the county Board of Elections or a volunteer poll worker to class to discuss voter qualifications, registration, and election fraud.

4. Invite a legislator to class and discuss all the ways that legislators and other officeholders communicate with their constituents. Examples: newsletters, town meetings, telephone calls, opinion surveys, letters, e-mail and faxes; also, written articles, press releases, and purchased radio and TV ads at election time. Students should remember that an officeholder wants to be re-elected and that influences, to some extent, what he/she does while in office.

5. Invite a representative of the Ohio secretary of state's office to your class. Ask him/her to discuss voter registration and various ways of voting, including paper punch, absentee and electronic voting. Discuss the pilot project to have military personnel vote electronically in 1998 and whether this is the way we will all vote in the future. (See "Resource Guide," www.govtech.net)

   Discuss the differences between the offices and responsibilities of the Ohio secretary of state and the U.S. secretary of state.

6. Plan and conduct a mock election. Your county board of elections will help with equipment and provide assistance with developing the ballot.

Handout #1

Video Worksheet

Name _____

1) What percentage of young people vote?

2) List two unique powers of the federal government.

3) List two unique powers of the state government.

4) List two unique powers of the local government.

5) When is the general election held?

6) List three helpful duties, which are performed by the major political parties.

7) Name three places students can get information on a candidate or an issue.

8) Name the forms of media manipulation.

9) What are four requirements for voting in Ohio?

10) Where can you register to vote? (Name three places.)

11) List two shared powers.

12) How many electors does Ohio have in the Electoral College?

Handout #1

Video Worksheet (Key)

1) What percentage of young people vote?
Approximately 25% (Note: This is based on an average of 18- to 24-year-old voters from the 1996 presidential and 1994 congressional elections.)

2) List two unique powers of the federal government.
To declare war, print money, regulate interstate commerce, conduct foreign affairs, etc.

3) List two unique powers of the state government.
Regulate marriage and divorce, voting qualifications, driving laws, maintain education, etc.

4) List two unique powers of the local government.
Set building codes, provide police and fire protection, garbage collection, etc.

5) When is the general election held?
The first Tuesday after the first Monday in November

6) List three helpful duties, which are performed by the major political parties.
Recommend candidates, organize government, serve as watchdog, help federalism

7) Name three places students can get information on a candidate or an issue.
Radio, newspapers, television, the Internet

8) Name the forms of media manipulation.
Generalities, bandwagon, testimonial, name calling

9) What are four requirements for voting in Ohio?
Must be 18; must be a U.S. citizen; must be a 30-day resident of Ohio; must be registered 30 days before the election.

10) Where can you register to vote? (Name three places.)
Library, B.M.V., board of elections, Secretary of State's office, high school

11) List two shared powers.
Collect taxes; public health; etc.

12) How many electors does Ohio have in the Electoral College?
21

Handout #2

Levels of Government

Name _____

1) This level of government determines guilt and punishment for traffic offenses.

2) This level of government declares war on foreign nations.

3) This level of government sets voter qualifications.

4) This level of government operates the Social Security system.

5) This level of government determines zoning and building codes.

6) This level of government taxes exports.

7) This level of government levies and collects taxes.

8) This level of government regulates driving privileges.

9) This level of government regulates the interstate highway system.

10) This level of government runs the space program.

11) This level of government regulates marriage and divorce laws.

12) This level of government collects the garbage.

Handout #2

Levels of Government (Key)

1) This level of government determines guilt and punishment for traffic offenses.
Local

2) This level of government declares war on foreign nations.
National

3) This level of government sets voter qualifications.
State

4) This level of government operates the Social Security system.
National

5) This level of government determines zoning and building codes.
Local

6) This level of government taxes exports.
None, this is a denied power.

7) This level of government levies and collects taxes.
National, state and local

8) This level of government regulates driving privileges.
State

9) This level of government regulates the interstate highway system.
National

10) This level of government runs the space program.
National

11) This level of government regulates marriage and divorce laws.
State

12) This level of government collects the garbage.
Local

Handout #3

Media Manipulation Guide

Manipulative techniques include:

Glittering generalities: Making statements as Mary Aiello does in the video portion of this lesson: "I support better education." These are broad, sweeping statements that gloss over details.

Bandwagon: Get on the bandwagon! Implies everybody supports Mary Aiello. Appeals to the herding instinct.

Testimonial/Transfer: A famous person endorses a candidate in the hope that those who like the celebrity will follow suit. Barbara Streisand sings for Bill Clinton. Loretta Lynn sings for George Bush. She's good, so he must be good, too. The candidate is photographed in front of U.S. and Ohio flags or by a police car, so she is identified with legitimate symbols.

Name calling: Calling the opponent names that induce fear and prejudice. "My opponent is a communist! My opponent is soft on crime! My opponent is a liberal! My opponent is a right-wing fanatic!"

Examine a video political ad, radio ad, brochure, web site, or other campaign or issue product. Identify which types of media manipulation are being used in the product. Assume that every single detail results from a conscious decision to manipulate the viewer, listener and/or reader.

Answer the following questions if applicable:

1) What images were selected for the piece and why? Remember that 30 seconds of video has 900 visual frames, each an opportunity to manipulate the viewer.

2) What clothes are worn by the people in the image and why?

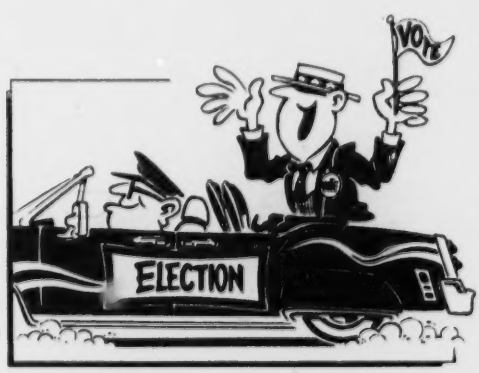
3) Does the opponent or other side appear in the video?

4) What images surround the person, such as flags, buildings, friendly people or the state seal, and why?

5) Whose voice is used and why?

6) Is there music?
   a) What effect does it have?
   b) Does it change?
   c) At what moments?

7) What words are used?
   a) Why were those particular words chosen?
   b) What underlying message did the words convey, if any?



Handout #4

What's The Spin?

Positive Spinners 1

Your candidate, Geraldine Hoffaman, is a union supporter. She visits a group of striking steelworkers outside a factory to show her support for their cause. Suddenly, a group of strikebreakers arrives on the scene and a fight breaks out. Your candidate does not participate in the fight, but gets arrested anyway. The six o'clock news shows her being loaded into the police van.

Your job is to organize a press conference to put the best "spin" on the problem. You must select the best location to hold the press conference, what the candidate will wear, which other people will be there, what Ms. Hoffaman will do and, most importantly, what she will say. Will you attack the police? You must decide on the interpretation and sound bite that will likely be put on the news and repeated over and over. What's the spin?

Negative Spinners 1

Your job is to hold a press conference on the candidate, your opponent, described above. You must put the arrest in the worst spin possible. What will your candidate wear to the press conference where he reacts to the arrest? Is it best to say nothing? You must decide on the interpretation and sound bite that will likely be put on the news and repeated over and over. Where will the press conference be?

Positive Spinners 2

Your candidate, Oscar South, has received a contribution and endorsement from a religious group leader. There have been pictures on TV of your candidate at the religious facility with the leader. The religious leader is the co-campaign manager.

The religious leader just admitted that he lied about having his college degree and has been asked to resign from his organization. Your job is to organize a press conference to put the best spin on the situation for Oscar South. You must decide on the interpretation and sound bite that will likely be put on the news and repeated over and over.

Negative Spinners 2 -

Your job is to organize a press conference to put the worst spin possible on this situation. You must decide on the interpretation and sound bite that will likely be put on the news and repeated over and over.

Handout #5

Public Opinion Polling Exercise

Currently in the United States, many individuals, groups, organizations and other entities are sponsoring and conducting public opinion polls to determine what Americans think about various issues. Some of these polls are sponsored by candidates and elected public officials; others are sponsored by media such as television and newspapers.

Typically, the polls select a scientific and representative sample of Americans (or a sample of Ohioans or a sample of Clevelanders, depending upon what target population the pollster is interested in). On the basis of the results from the sample, the pollster can generalize to the opinions of the overall population from which the sample was drawn. Thus, polls allow us to discover what our fellow citizens believe on various issues and topics. Of course, this information is available to our elected officials who then are able to take public opinion into account when they vote on issues.

The availability of such polls has created some controversy. Some people are concerned that elected officials pay too much attention to the polls. They worry that elected officials will always try to please the voters by doing what the voters want even if the elected official's own views conflict with those of his or her constituents. What do you think? Do you think elected officials should always do what a majority of their constituents desire? What if the elected official has more information on the issue than his or her constituents have?

For example, what if the elected official is morally opposed to the death penalty in criminal cases, but the overwhelming majority of the constituents favor the death penalty? Should elected officials vote according to their own conscience or should they follow the wishes of the people who elected them? Or, consider a historical example that deals with the civil rights movement in the 1950s and 1960s. What if an elected official personally thought that segregation and discrimination were legally and morally wrong, but the vast majority of the voters who elected him or her believed in racial segregation? What should the elected official do in this situation—vote according to his or her conscience or follow the wishes of the constituency?

There is no agreement as to how elected officials, such as state legislators, should vote in cases where their own views conflict with those of their district. Some people believe that elected officials should automatically follow the preferences of a majority of their district. And the preferences of the majority can be determined by conducting a valid public opinion poll. Others disagree with this view and argue that legislators should vote according to their own best judgment and their conscience. Under this notion, legislators would consider a wide variety of inputs and information, including the preferences of their district, but they ultimately would decide according to their own best judgment.

If voters were unhappy with those decisions, they could vote the legislator out of office at the next election. What do you think? Would you want a legislator who always polled his or her district to find out what a majority of citizens wanted and then automatically voted with that majority? Or would you prefer a legislator who felt free to vote according to his or her own reasoning, even when these reasons clashed with the views of the constituents?

Handout #5 (continued)

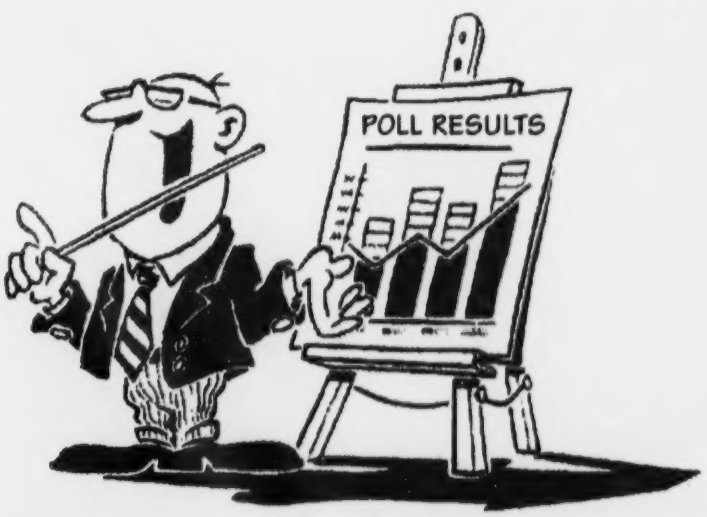
Public Opinion Polling Activity

Assume that you are at a school with 1,250 students. Further assume that the school board has announced that there is money available to expand certain facilities at you school. After careful deliberation, the school board has determined that there is enough money to expand either the school library or the gymnasium. The school board has announced that it would like to know what the students at the school think about using the money for the library vs. using it for the gym.

Your task is to determine how your fellow students feel about this matter. Discuss ways that this could be done. Inform students that the best way to scientifically poll students is to take a systematically randomized sampling of student opinion. To systematically randomize an opinion sampling, you will need to pick every fifth student or every third student or every sixth student in the student body. Since the student body consists of 1,250 students, every fifth student would be a very good sampling of opinion.

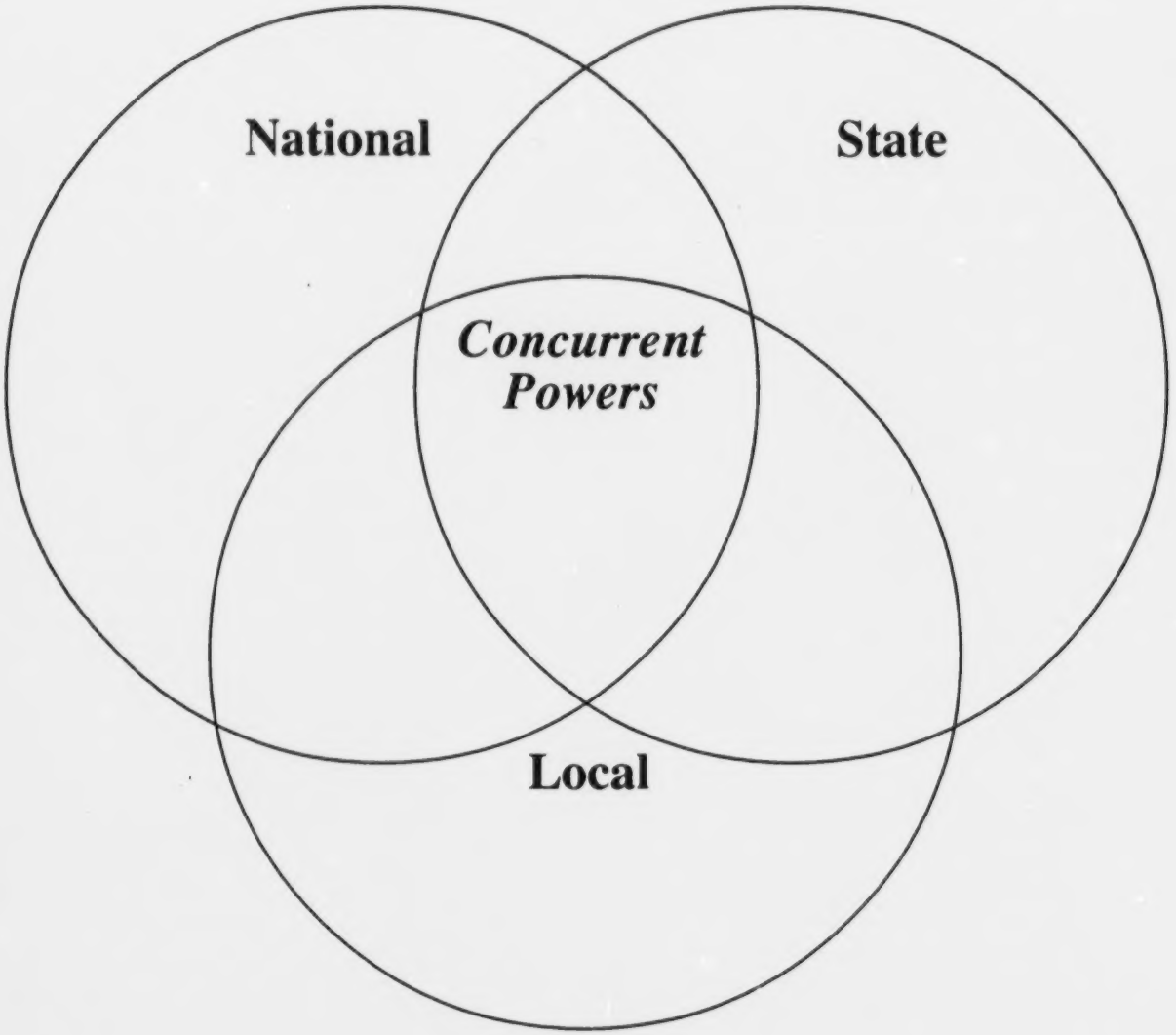
Sampling is done by many political groups. Although they might use different kinds of sampling techniques, they all are interested in the same thing—the ability to generalize from the results of the sample to the broader population from which the sample was selected.

Bring in newspaper and magazine articles about polling. Discuss. It would be useful to the class to keep a record of polls reported in the media during a candidate's campaign.



Handout #6

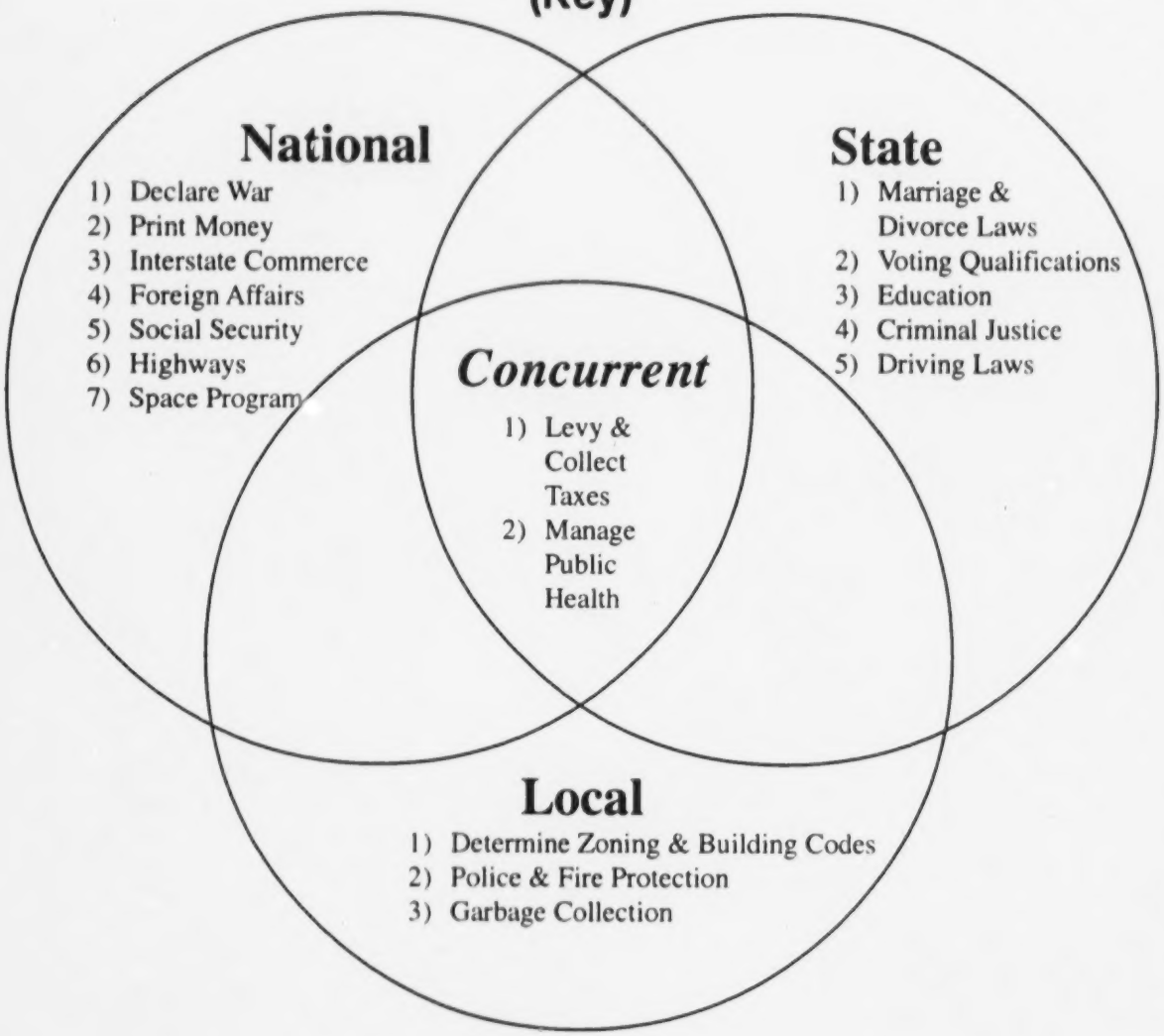
Distribution of Powers



Powers Denied

Handout #6

Distribution of Powers (Key)



Powers Denied

1) Taxing Exports
2) Violating the Constitution
3) Granting Titles of Nobility

You Choose! Electing Your Government
Knowledge Inventory

Name _____

Multiple Choice: *Circle the correct response.*

1. What percentage of young people ages 18 to 24 vote?
   a. 0%—Young people ages 18 to 24 are too young to vote.
   b. 51%—More than half the young people vote.
   c. 92%—Almost all young people vote.
   d. 25%—Approximately one-fourth of young people vote.
   e. This group represents the largest percentage of any age group that votes in an election.

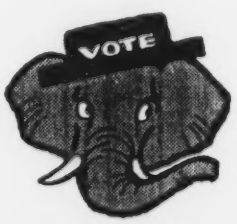
2. A representative democracy is
   a. a form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions
   b. a type of democracy in which all the citizens directly participate in the political decision-making process
   c. a system of government in which every aspect of political, economic and social life is controlled
   d. a type of government found in England under King George III
   e. None of the above

3. The U.S. Constitution
   a. contains the Articles of Confederation
   b. sets forth the fundamental structure of government and the limits of its activities
   c. requires that all citizens vote
   d. does not change over time
   e. all of the above

4. Shared, or concurrent, powers are those powers shared by the
   a. governor, legislature and supreme court
   b. president and Congress
   c. different levels of government
   d. states
   e. Ohio House and Senate

5. Major political parties help to
   a. recommend candidates
   b. organize government
   c. serve as a watchdog
   d. make federalism work
   e. all the above

6. What is the requirement(s) for voting in Ohio?
   a. Must be 18
   b. Must be a U.S. citizen
   c. Must be a 30-day resident of Ohio
   d. Must be registered 30 days before the election
   e. All the above



7. You can register to vote at all the following places EXCEPT
   a. public high school
   b. library
   c. Bureau of Motor Vehicles
   d. voting booth
   e. county board of elections

8. The place where a person votes is called
   a. a polling place
   b. the Electoral College
   c. a franchise
   d. a private residence
   e. none of the above

9. A simplistic, repeatable comment that is designed to appeal to television and radio news broadcasts is referred to as a
   a. political commercial
   b. sound bite
   c. editorial
   d. negative ad
   e. commentary

10. The following amendment(s) to the U.S. Constitution extend the right to vote EXCEPT
   a. Amendments 1–10
   b. Amendment 15
   c. Amendment 19
   d. Amendment 24
   e. Amendment 26

True/False: *Circle the appropriate letter to indicate if the statement is true or false.*

T F 1. Federalism is a system of government in which power is concentrated at one central level.
T F 2. There are both elected and appointed positions at all levels of government.
T F 3. Political parties are never mentioned in the U.S. Constitution.
T F 4. The framers of the U.S. Constitution established the Electoral College to select the president and the vice president.
T F 5. One of the biggest excuses given for not voting is lack of information about candidates and issues.

Short Answer: *Briefly discuss the major concepts in the following questions.*

1. Explain the following statement found in the first paragraph of the Declaration of Independence: "governments derive their power from the consent of the governed…"
2. Define "spin" and explain its impact on public opinion.
3. Discuss how a citizen can become an informed, active voter.
4. Identify the various techniques of media manipulation and discuss how media manipulation is used.
5. Trace the historical evolution of the right to vote in the United States.

Essay Question: *Write a well constructed essay of 2–3 paragraphs related to the following question.*
Explain the value of public opinion polls—from candidates to elected public officials–and discuss the issues and problems.

You Choose! Electing Your Government
Knowledge Inventory

Answer Key

Multiple Choice: *Circle the correct response.*

1. What percentage of young people ages 18 to 24 vote?
   a. 0%—Young people ages 18 to 24 are too young to vote.
   b. 51%—More than half the young people vote.
   c. 92%—Almost all young people vote.
   (d) **25%—Approximately one-fourth of young people vote.**
   e. This group represents the largest percentage of any age group that vote in an election.

2. A representative democracy is
   (a) **A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions**
   b. A type of democracy in which all the citizens directly participate in the political decision-making process
   c. A system of government in which every aspect of political, economic and social life is controlled
   d. A type of government found in England under King George III
   e. None of the above

3. The U.S. Constitution
   a. contains the Articles of Confederation
   (b) **sets forth the fundamental structure of government and the limits of its activities**
   c. requires that all citizens vote
   d. does not change over time
   e. all of the above

4. Shared, or concurrent, powers are those powers shared by the
   a. governor, legislature and supreme court
   b. president and Congress
   (c) **different levels of government**
   d. states
   e. Ohio House and Senate

5. Major political parties help to
   a. recommend candidates
   b. organize government
   c. serve as a watchdog
   d. make federalism work
   (e) **all the above**

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   a. public high school
   b. library
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   (d) **voting booth**
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   (a) **a polling place**
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   (a) **Amendments 1–10**
   b. Amendment 15
   c. Amendment 19
   d. Amendment 24
   e. Amendment 26

True/False: *Circle the appropriate letter to indicate if the statement is true or false.*

1. (F) Federalism is a system of government in which power is concentrated at one central level.
2. (T) There are both elected and appointed positions at all levels of government.
3. (T) Political parties are never mentioned in the U.S. Constitution.
4. (T) The framers of the U.S. Constitution established the Electoral College to select the president and the vice president.
5. (T) One of the biggest excuses given for not voting is lack of information about candidates and issues.

Short Answer: *Briefly discuss the major concepts in the following questions.*

1. Explain the following statement found in the first paragraph of the Declaration of Independence: "governments derive their power from the consent of the governed…"
   People control the government; importance of voting
2. Define "spin" and explain its impact on public opinion.
   Spin: the process of organizing a group of people to design and pitch sound bites to the media in the hope that the sound bites will be repeated in multiple settings and that a particular interpretation of events will stick in people's minds.
   Spin doctor and news managers; management of news coverage; spin versus news; development of positive public attitude.
3. Discuss how a citizen can become an informed, active voter.
   By participation and voting; newspaper, television, radio, Internet; beware of propaganda
4. Identify the various techniques of media manipulation and discuss how media manipulation is used.
   Glittering generalities; bandwagon; testimonial/transfer; name calling
   Used to manipulate the viewer, listener, reader
5. Trace the historical evolution of the right to vote in the United States.
   Franchise; historical restrictions; amendments; current voting requirements

Essay Question: *Write a well constructed essay of 2–3 paragraphs related to the following question.*
Explain the value of public opinion polls—from candidates to elected public officials–and discuss the related issues and problems.
Track information; define issues; determine points of view
Influencing public opinion and governmental policy; sampling problems; use by elected officials and/or media

Resource Guide

Guest Speakers—Bring the classroom to life!

Invite a person from the community to serve as a resource person. Listed below are some examples referred to in the materials:

Foreign relations expert
Foreign exchange student
Candidate or local elected official
Representative from county Board of Elections
Speaker from secretary of state's office
Campaign manager or media manager
Representatives from political parties or interest groups
League of Women Voters or other nonpartisan organization

Activities—Get the students involved!

Encourage students to participate in an individual project or classroom activity. Contact your county board of elections or secretary of state's office to learn more about any of these ideas or other opportunities that might be available in your area. Here are a few suggestions:

Conduct a mock election
Develop a public opinion poll or survey activity
Track voting records or legislation
Volunteer for a campaign
Serve as a poll worker
Participate in a national student voting project
Arrange for a demonstration of your county voting system

Additional Sources of Information—There are many excellent resources to help you!

- Project Vote Smart offers many resources to teachers and students. Call 800/622-SMART or visit the web site at <www.vote-smart.org>.
- Center for Responsive Politics is a nonprofit, nonpartisan research group that studies government and elections, including money in politics. Call 202/857-0044 or use the web site at <www.motherjones.com>.
- The Federal Voting Assistance Program has information on military and overseas voting. Call 703/695-0663 for an update on the pilot Internet voting project or search for "Internet voting" at <www.govtech.net>.
- Rock the Vote targets younger voters and is well known to the MTV generation. Call 310/656-2464 or stop by the web site at <www.rockthevote.org>.
- The Bliss Institute for Applied Politics is a bipartisan Ohio organization affiliated with the University of Akron and a good place to gather research. Call 330/972-5182 to learn more about practical politics.
- The Institute for Policy Research provides information on polls and public policy issues from its office at the University of Cincinnati. Call 513/556-9023 for further information.
- U.S. Census Bureau has information on population demographics, including elections statistics. Call 313/259-1875 to learn how to access the data you need.
- Newspapers in Education provides teacher workshops and a series of lessons and lesson plans. Call the nearest metropolitan newspaper and ask for more information on programs in your area.
- Center for Media Literacy is a national organization that supports teaching and learning programs on the media. Call 213/931-4177 for a resource guide, bibliography, videos and curricula.
- Instructional Technology Services have regional agencies that serve Ohio school districts with videos, software and teacher workshops on a variety of related topics. Ask your media specialist for more information on the agency serving your area.